

Questions and Answers Regarding the New 2005-06 WKCE-CRT Tests, Scales, and Cut Scores

April, 2006

1) Why do we now have a “criterion-referenced” test, and how is that different than the past?

We refer to the Fall 2005 Wisconsin Knowledge and Concepts Examination as the WKCE-CRT - the *WKCE Criterion-Referenced Test*.

The 2001 re-authorization of the Elementary and Secondary Education Act (ESEA), also known as “No Child Left Behind” (NCLB), required changes in statewide assessments beginning with the 2005-06 academic year. One important change was that student achievement must be measured in relation to state-specific content standards in Reading and Mathematics in grades 3-8 and once in high school – the “criteria” in criterion-referenced testing. Course curricula and instruction are based on the state standards.

Wisconsin’s new WKCE-CRT is a set of criterion-referenced tests that measure student mastery of Wisconsin content standards and express results in terms of four proficiency categories (Minimal Performance, Basic, Proficient, and Advanced). The previous Wisconsin test, known as the WKCE, was developed as an augmented version of the nationally-normed *TerraNova* test. Test items were mapped to show how they related to Wisconsin standards, and some additional items were added to provide better content coverage. It reported student results using the same four proficiency categories, but was norm-referenced in that it allowed student scores to be compared to a national sample.

In contrast, the test items for the WKCE-CRT were developed directly from Wisconsin’s content standards and assessment frameworks, assuring better coverage of our standards. The WKCE-CRT is administered only to Wisconsin students, so there is no national reference group to which Wisconsin students’ scores can be compared.

2) How different is the Fall 2005 WKCE-CRT from the Fall 2004 WKCE?

The Fall 2005 WKCE-CRT includes longer reading passages, more open-ended questions, and embedded field test items in order to cause less disruption than would occur with a separate field test.

In content and difficulty, the Fall 2004 WKCE and the Fall 2005 WKCE-CRT are very similar. The WKCE-CRT more fully reflects Wisconsin’s Model Academic Standards (WMAS) and has been created and validated by Wisconsin educators in reviews going back to 2003.

3) Why did Wisconsin place the Fall 2005 WKCE-CRT tests on a new scale that is different from the *TerraNova* scale that was used from 1996-97 through Fall 2004?

The WKCE tests in Reading and Mathematics, which were administered through Fall 2004, contained *TerraNova* items at grades 4 and 8 that were administered to a national sample of students and were scored using the *TerraNova* scale. When Wisconsin moved to completely customized assessments beginning in Fall 2005 in grades 3-8 (the grade 10 assessments were already Wisconsin customized), it was no longer possible to continue scoring the new Reading and Mathematics tests on the *TerraNova* scale.

The WKCE-CRT Language Arts, Science, and Social Studies examinations contain mostly or exclusively *TerraNova* items, but do not necessarily have a complete *TerraNova* form intact with the test. In some instances, additional Wisconsin questions have been included to provide better coverage of standards.

Because of these changes and to provide consistency with the scales developed for Reading and Mathematics, new scales were also developed in these content areas.

4) How can I compare scale scores from the Fall 2004 to the Fall 2005 WKCE-CRT?

Crosswalk tables beginning on page 4 of this document show relationships between scale scores on the Fall 2004 WKCE and the Fall 2005 WKCE-CRT using state percentiles. These crosswalk tables are available for all content areas in grades 4, 8, and 10. Since the meaning of the scale intervals has changed slightly, even with the crosswalk tables, DPI advises caution when comparing scale scores and scale score averages from year to year, especially in very high or very low achievement levels.

5) How were the new scales for the Fall 2005 WKCE-CRT developed, and how do they relate student performance from one grade to the next?

The new WKCE-CRT scale was developed based on a widely-used statistical model called item response theory (IRT), which simultaneously considers test item characteristics (e.g., item difficulty) and students' performance on the items. In Reading and Mathematics, which have annual testing in grades 3-8 and 10, it is desirable to establish a common scale that allows for the comparison of performance across years and grade levels. This type of scale is known as a vertical scale.

In order for the vertical scale to be applicable across grades, a set of common items was administered to students at adjacent grade levels. Student performance on these items helped establish the scale. With a vertical scale, scores from different grade levels can be directly compared in order to measure growth. A vertical scale is necessary for any potential growth calculations that may be allowable in the future for determining Adequate Yearly Progress (AYP).

For Language Arts, Social Studies, and Science, a separate scale was developed for each grade level. The different grades are not on a common scale, and therefore, it is not meaningful to compare scores across grades. For these three content areas, it was not possible to build a new vertical scale across grades because tests are administered at grades 4, 8, and 10 only, rather than at consecutive grade levels.

6) How were cut scores for the Fall 2005 WKCE-CRT established?

The new Fall 2005 WKCE-CRT scale also required the establishment of new cut scores. DPI considered several options for establishing cut scores for the new test in consultation with measurement experts and concluded that the best option was to link scores at the state level using a procedure known as equipercentile linking. Scores from the new and old tests were statistically linked at the state level so that a score on a WKCE test can be associated with a score on a WKCE-CRT test that represents approximately the same level of performance.

7) The new Fall 2005 WKCE-CRT cut scores are lower than last year's cut scores for the WKCE. Does this mean the test has been made easier so that more students will be proficient and advanced?

No. The Fall 2005 WKCE-CRT is of comparable difficulty level to WKCE tests administered in previous years, although new scales were established for reporting Fall 2006 WKCE-CRT results (see Questions 3-5 above and the "crosswalk" tables below the questions and answer portion of this document). The new cut scores for the WKCE-CRT were created (see Question 6) in a manner that resulted in nearly identical percentages of students at the state level scoring proficient or advanced on the Fall 2005 test compared to Fall 2004. In other words, it is true that the new Fall 2005 WKCE-CRT cut scores are indeed lower

numerical values than the cut scores used in prior years, but the entire scale (and not just the proficient cut scores) uses lower numbers - meaning that there is essentially no change in the state level in the number of students scoring above proficient. It may be useful to think of the new and old cut scores as comparing temperatures using Fahrenheit and Celsius scales - water freezes at 32 degrees on one and 0 degrees on the other, but freezing is still freezing.

8) Why wasn't a new standard-setting held?

Wisconsin held a full standard setting in February 2003, when the WKCE switched from a "shelf" *TerraNova* exam to a test composed of *TerraNova* items augmented by Wisconsin customized items in Reading and Mathematics. Extensive teacher input across content and grade levels resulted in the proficiency cut points we currently use. The equipercentile linking process honors the original standard setting process, and ensures that performance on the new WKCE-CRT will be evaluated on the same standards for proficiency set at the February 2003 standard setting.

The standards and the definitions of each of Wisconsin's four proficiency categories as defined by Wisconsin educators in February 2003 have not changed despite changes in the test itself. As such, proficient on the new WKCE-CRT represents the same knowledge and content as it did on the old WKCE.

9) How does the establishment of new cut scores let schools show progress this year?

At the state level, the use of the equipercentile linking method results in nearly identical state performance overall when compared to last year. Growth from Fall 2004 to Fall 2005 can be considered growth relative to Wisconsin's average growth.

While the equipercentile linking method holds achievement scores steady for the state as a whole (for this one year only), individual schools and districts that have improved more than the state average will show increased scores compared to last year. As such, schools and districts in Wisconsin can measure their Fall 2005 performance relative to all Wisconsin schools/districts, as well as to their own Fall 2004 performance.

10) My school/district has more students this year at the lowest obtainable scale score than last year. Why might this be?

The Lowest Obtainable Scale Score (LOSS) represents a student score on the examination that can be roughly characterized as performance consistent with guessing.

The WKCE, which was administered through Fall 2004, was scored using the *TerraNova* scale, which involved a national reference group of students. When Wisconsin students as a group are compared to national norms, relatively few Wisconsin students are at the bottom of the score distribution, because many of the lowest-achieving students in Wisconsin still scored higher than the lowest-achieving students nationwide.

By contrast, the new WKCE-CRT uses exclusively Wisconsin students as the reference population for scoring. As such, a higher number of the lowest-scoring students in Wisconsin have the lowest obtainable scale score, since they no longer have the "benefit" of being compared to the lowest-achieving students nationwide.

Because the WKCE-CRT is used for accountability purposes under NCLB, the greatest discrimination on the test is concentrated around the proficient cut score – meaning that this point on the scale has the least amount of variability. As a result, the high and/or low ends of the scale may have less ability to distinguish small differences in performance. We will continue to add or replace test items as needed to refine and improve the overall distribution of scores, while protecting the reliability of the proficiency cut point.

11) How can my school's results in terms of “percent proficient and advanced” this year be compared to prior years? How about my school's scale scores?

The use of the equipercentile linking procedure described above means that results from the Fall 2005 WKCE-CRT are comparable to the Fall 2004 WKCE in terms of percent proficient and advanced, since the definition of proficiency has not changed. Scale scores, as noted above, are no longer directly comparable due to the new scales used for the Fall 2005 WKCE-CRT, although comparisons based upon state percentiles can be made using the crosswalk tables that appear beginning on the following page.

12) What implications do the changes in scales have for Adequate Yearly Progress (AYP) purposes?

AYP is not influenced by the different scales for the two tests because the definition of proficiency has not changed, and comparable cut scores were obtained by the equipercentile linking procedure.

Table 1: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Reading Grade 4

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
433-557	1	280-338	633	34	464	660	67	498
558-569	2	339-369	634	35	465	661	68	499
570-577	3	370-384	635	36	466	662	69	500
578-583	4	385-394	636	37	467	663	70	501
584-588	5	395-402	637	38	468	664	71	502
589-592	6	403-408	638	39	469-470	665	72	503
593-595	7	409-413	638	40	471	666	73	504
596-598	8	414-417	639	41	472	667	74	505-506
599-601	9	418-421	640	42	473	668	75	507
602-603	10	422-424	641	43	474	669	76	508
604-605	11	425-427	642	44	475	670	77	509
606-607	12	428-430	642	45	476	671	78	510
608-609	13	431-432	643	46	477	672	79	511
610-611	14	433-434	644	47	478	673	80	512-513
612	15	435-436	645	48	479	674	81	514
613-614	16	437-438	646	49	480	675	82	515
615	17	439-440	646	50	481	676-677	83	516
616-617	18	441-442	647	51	482	678	84	517-518
618	19	443-444	648	52	483	679	85	519-520
619	20	445	649	53	484	680-681	86	521
620	21	446-447	650	54	485	682	87	522-523
621	22	448	650	55	486	683-684	88	524
622	23	449-450	651	56	487	685-686	89	525-526
623-624	24	451	652	57	488	687-688	90	527-528
625	25	452-453	653	58	489	689-690	91	529-530
626	26	454	654	59	490	691-692	92	531-533
627	27	455	654	60	491	693-696	93	534-535
628	28	456-457	655	61	492	697-698	94	536-538
629	29	458	656	62	493	699-702	95	539-541
630	30	459	657	63	494	703-707	96	542-545
630	31	460	658	64	495	708-714	97	546-551
631	32	461	659	65	496	715-723	98	552-558
632	33	462-463	659	66	497	724-780	99	559-650

Table 2: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Reading Grade 8

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
507-604	1	330-373	677	34	512	705	67	548
605-614	2	374-408	678	35	513	705	68	549
615-621	3	409-424	679	36	514	706	69	550
622-627	4	425-435	680	37	515-516	707	70	551-552
628-631	5	436-443	681	38	517	708	71	553
632-634	6	444-450	682	39	518	709	72	554
635-637	7	451-455	683	40	519	710	73	555
638-640	8	456-459	683	41	520	711	74	556
641-643	9	460-463	684	42	521	712	75	557
644-645	10	464-467	685	43	522	713	76	558-559
646-647	11	468-471	686	44	523-524	714	77	560
648-649	12	472-474	687	45	525	715	78	561-562
650-651	13	475-476	687	46	526	716	79	563
652-653	14	477-479	688	47	527	717	80	564
654	15	480-481	689	48	528	718	81	565-566
655-656	16	482-484	690	49	529	719	82	567
657-658	17	485-486	691	50	530	720	83	568-569
659	18	487-488	692	51	531	721-722	84	570-571
660-661	19	489-490	692	52	532	723	85	572
662	20	491-492	693	53	533	724	86	573-574
663	21	493	694	54	534	725-726	87	575-576
664	22	494-495	695	55	535	727	88	577-578
665-666	23	496-497	696	56	536	728-729	89	579-581
667	24	498	696	57	537	730-731	90	582-583
668	25	499-500	697	58	538	732-733	91	584-585
669	26	501	698	59	539	734-735	92	586-588
670	27	502-503	699	60	540	736-737	93	589-591
671	28	504	700	61	541-542	738-740	94	592-595
672	29	505-506	700	62	543	741-744	95	596-598
673	30	507	701	63	544	745-748	96	599-603
674	31	508	702	64	545	749-754	97	604-609
675	32	509-510	703	65	546	755-764	98	610-618
676	33	511	704	66	547	765-820	99	619-790

Table 3: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Reading Grade 10

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
529-638	1	350	702	34	522-523	730	67	568-569
639-652	2	351-378	703	35	524	731	68	570
653-658	3	379-403	704	36	525-526	732	69	571-572
659-663	4	404-418	705	37	527	733	70	573
664-666	5	419-429	706	38	528-529	734	71	574-575
667-669	6	430-437	706	39	530	735	72	576
670-671	7	438-444	707	40	531-532	736	73	577-578
672-673	8	445-451	708	41	533	737	74	579
674-675	9	452-456	709	42	534	738	75	580-581
676-677	10	457-461	710	43	535-536	739	76	582-583
678	11	462-466	710	44	537	740	77	584
679	12	467-470	711	45	538-539	741	78	585-586
680-681	13	471-474	712	46	540	742-744	79	587-588
682	14	475-477	713	47	541-542	745	80	589-590
683	15	478-481	714	48	543	746-747	81	591-592
684-685	16	482-484	715	49	544	748	82	593-594
686	17	485-487	716	50	545-546	749	83	595-596
687	18	488-489	716	51	547	750	84	597-598
688	19	490-492	717	52	548	751	85	599-600
689	20	493-495	718	53	549-550	752-753	86	601-602
690	21	496-497	719	54	551	754	87	603-605
691	22	498-500	720	55	552	755	88	606-608
692	23	501-502	720	56	553-554	756	89	609-610
693	24	503-504	721	57	555	757	90	611-613
694	25	505-506	722	58	556	758-776	91	614-617
695	26	507-508	723	59	557-558	777	92	618-620
696	27	509-510	724	60	559	777	93	621-624
697	28	511-512	725	61	560-561	778-837	94	625-629
698	29	513-514	726	62	562	838	95	630-634
699	30	515-516	726	63	563	838	96	635-640
700	31	517-518	727	64	564-565	838	97	641-648
701	32	519	728	65	566	838	98	649-661
701	33	520-521	729	66	567	838	99	662-820

Table 4: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Mathematics Grade 4

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
403-556	1	240-356	620	34	446	647	67	482
557-565	2	357-369	621	35	447	648	68	483-484
566-571	3	370-377	622	36	448-449	649	69	485
572-576	4	378-383	623	37	450	650	70	486
577-579	5	384-388	623	38	451	651	71	487
580-582	6	389-393	624	39	452	652	72	488
583-585	7	394-397	625	40	453	653	73	489-490
586-587	8	398-400	626	41	454	653	74	491
588-590	9	401-403	627	42	455	654	75	492
591	10	404-406	628	43	456	655	76	493
592-593	11	407-409	628	44	457	656-657	77	494-495
594-595	12	410-411	629	45	458	658	78	496
596-597	13	412-413	630	46	459-460	659	79	497-498
598	14	414-416	631	47	461	660	80	499
599	15	417-418	632	48	462	661	81	500-501
600-601	16	419-420	633	49	463	662	82	502
602	17	421-422	633	50	464	663-664	83	503-504
603	18	423-424	634	51	465	665	84	505-506
604	19	425	635	52	466	666-667	85	507
605-606	20	426-427	636	53	467	668	86	508-509
607	21	428-429	636	54	468	669-670	87	510-511
608	22	430	637	55	469	671	88	512-513
609	23	431-432	638	56	470	672-673	89	514-515
610	24	433	639	57	471-472	674-675	90	516-518
611	25	434-435	640	58	473	676-677	91	519-520
612	26	436	640	59	474	678-679	92	521-523
613	27	437-438	641	60	475	680-681	93	524-526
614	28	439	642	61	476	682-684	94	527-530
615	29	440	643	62	477	685-686	95	531-535
616	30	441	644	63	478	687-690	96	536-540
617	31	442-443	645	64	479	691-695	97	541-547
618	32	444	645	65	480	696-702	98	548-556
619	33	445	646	66	481	703-770	99	557-650

Table 5: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Mathematics Grade 8

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
502-609	1	350-410	690-691	34	525	721	67	563
610-621	2	411-429	692	35	526	722	68	564
622-628	3	430-441	692	36	527-528	723	69	565
629-634	4	442-449	693	37	529	724	70	566-567
635-639	5	450-456	694	38	530	725	71	568
640-643	6	457-462	695	39	531	726	72	569
644-646	7	463-467	696	40	532-533	727	73	570
647-649	8	468-471	697	41	534	728	74	571-572
650-652	9	472-474	698	42	535	729	75	573
653-655	10	475-478	699	43	536	730	76	574
656-657	11	479-481	700	44	537	731	77	575-576
658-659	12	482-484	701	45	538	732-733	78	577
660-662	13	485-487	702	46	539-540	734	79	578
663-664	14	488-490	703	47	541	735	80	579-580
665-666	15	491-492	704	48	542	736	81	581
667	16	493-495	705	49	543	737-738	82	582-583
668-669	17	496-497	705	50	544	739	83	584-585
670-671	18	498-499	706	51	545	740-741	84	586
672	19	500-501	707	52	546	742	85	587-588
673-674	20	502-503	708	53	547	743-744	86	589-590
675	21	504-505	709	54	548	745	87	591-592
676-677	22	506-507	710	55	549	746-747	88	593-594
678	23	508-509	711	56	550-551	748-749	89	595-596
679	24	510-511	712	57	552	750-751	90	597-598
680	25	512	713	58	553	752-754	91	599-600
681-682	26	513-514	713	59	554	755-756	92	601-603
683	27	515-516	714	60	555	757-759	93	604-605
684	28	517	715	61	556	760-763	94	606-609
685	29	518-519	716	62	557	764-767	95	610-612
686	30	520	717	63	558	768-771	96	613-616
687	31	521	718	64	559	772-779	97	617-622
688	32	522-523	719	65	560-561	780-788	98	623-629
689	33	524	720	66	562	789-872	99	630-730

Table 6: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Math Grade 10

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
530-631	1	410	730	34	550	760	67	586
632-647	2	410	731	35	551	761	68	587
648-658	3	411-446	732	36	552-553	762	69	588-589
659-665	4	447-467	733	37	554	763	70	590
666-671	5	468-478	734	38	555	764	71	591
672-676	6	479-486	735	39	556	765-766	72	592
677-680	7	487-491	736	40	557	767	73	593
681-684	8	492-496	737	41	558	768	74	594-595
685-687	9	497-500	738	42	559	769	75	596
688-691	10	501-504	739	43	560-561	770	76	597
692-693	11	505-507	740	44	562	771	77	598-599
694-696	12	508-510	741	45	563	772-773	78	600
697-698	13	511-513	742	46	564	774	79	601
699-700	14	514-515	743	47	565	775	80	602-603
701-702	15	516-518	744	48	566	776-777	81	604
703-704	16	519-520	745	49	567	778	82	605-606
705-706	17	521-522	746	50	568	779-780	83	607-608
707-708	18	523-524	746	51	569	781	84	609
709-710	19	525-527	747	52	570	782-783	85	610-611
711-712	20	528-529	748	53	571	784-785	86	612-613
713	21	530-531	749	54	572	786-787	87	614
714-715	22	532	750	55	573	788-789	88	615-616
716-717	23	533-534	751	56	574	790-792	89	617-618
718	24	535-536	752	57	575	793-794	90	619-621
719	25	537	752	58	576-577	795-796	91	622-623
720-721	26	538-539	753	59	578	797-800	92	624-625
722	27	540	754	60	579	801-803	93	626-628
723	28	541-542	755	61	580	804-807	94	629-632
724	29	543	756	62	581	808-812	95	633-635
725-726	30	544-545	757	63	582	813-817	96	636-640
727	31	546	758	64	583	818-827	97	641-645
728	32	547	759	65	584	828-849	98	646-654
729	33	548-549	759	66	585	850-892	99	655-750

Table 7: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Lang.Arts Grade 4

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
465-569	1	140-218	634	34	288	659	67	309
570-579	2	219-238	635	35	289	660	68	310
580-586	3	239-246	636	36	289	661	69	311
587-590	4	247-251	637	37	290	662	70	312
591-594	5	252-255	638	38	291	663	71	312
595-597	6	256-258	638	39	291	663	72	313
598-600	7	259-260	639	40	292	664	73	314
601-602	8	261-262	640	41	293	665	74	315
603-605	9	263-264	641	42	293	666	75	315
606-607	10	265-266	641	43	294	667	76	316
608	11	267	642	44	295	668	77	317
609-610	12	268	643	45	295	669	78	318
611-612	13	269-270	644	46	296	670	79	318
613	14	271	645	47	297	671	80	319
614	15	272	645	48	297	672	81	320
615-616	16	273	646	49	298	673	82	321
617	17	274	647	50	299	674	83	322
618	18	275	647	51	299	675	84	323
619-620	19	276	648	52	300	676	85	324
621	20	277	649	53	300	677-678	86	325
622	21	278	650	54	301	679	87	326
623	22	279	650	55	302	680-681	88	327-328
624	23	280	651	56	302	682	89	329
625	24	280	652	57	303	683-684	90	330-331
626	25	281	653	58	304	685-686	91	332
627	26	282	653	59	304	687-688	92	333-334
628	27	283	654	60	305	689-690	93	335-336
629	28	284	655	61	306	691-693	94	337-339
630	29	284	656	62	306	694-696	95	340-342
631	30	285	656	63	307	697-701	96	343-346
632	31	286	657	64	307	702-706	97	347-353
633	32	287	658	65	308	707-715	98	354-370
633	33	287	659	66	309	716-757	99	371-420

Table 8: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Lang.Arts Grade 8

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
523-606	1	250-306	667	34	384	694	67	411
607-615	2	307-321	668	35	385	695	68	412
616-621	3	322-330	668	36	386	696	69	413
622-625	4	331-336	669	37	387	696	70	414
626-629	5	337-340	670	38	388	697	71	415
630-631	6	341-344	671	39	388	698	72	415
632-634	7	345-347	672	40	389	699	73	416
635-636	8	348-350	673	41	390	700	74	417
637-638	9	351-352	673	42	391	701	75	418
639-640	10	353-354	674	43	392	702	76	419
641-642	11	355-356	675	44	392	703	77	420
643	12	357-358	676	45	393	704	78	421
644-645	13	359-360	677	46	394	705-706	79	422
646	14	361-362	677	47	395	707	80	423
647-648	15	363	678	48	396	708	81	424
649	16	364-365	679	49	397	709	82	425-426
650	17	366	680	50	397	710	83	427
651	18	367-368	681	51	398	711-712	84	428
652	19	369	681	52	399	713	85	429-430
653-654	20	370	682	53	400	714-715	86	431
655	21	371	683	54	400	716	87	432
656	22	372	684	55	401	717-718	88	433-434
657	23	373-374	685	56	402	719-720	89	435
658	24	375	685	57	403	721	90	436-438
659	25	376	686	58	404	722-724	91	439-440
660	26	377	687	59	404	725-726	92	441-442
660	27	378	688	60	405	727-728	93	443-445
661	28	379	689	61	406	729-731	94	446-448
662	29	380	690	62	407	732-735	95	449-452
663	30	381	690	63	408	736-739	96	453-464
664	31	382	691	64	408	740-745	97	465
665	32	383	692	65	409	746-755	98	466-478
666	33	383	693	66	410	756-819	99	479-520

Table 9: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Lang.Arts Grade 10

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
535-643	1	290-354	700	34	435	726	67	468
644-650	2	355-367	701	35	436	727	68	469
651-656	3	368-374	702	36	437	728	69	470
657-659	4	375-379	703	37	438	728	70	471
660-663	5	380-382	703	38	439	729	71	472
664-665	6	383-386	704	39	440	730	72	473
666-668	7	387-389	705	40	441	731	73	474
669-670	8	390-392	706	41	442	732	74	475
671-672	9	393-395	707	42	443-444	733	75	476
673	10	396-397	707	43	445	734	76	477-478
674-675	11	398-400	708	44	445	735	77	479
676	12	401-402	709	45	446	736	78	480
677-678	13	403-404	710	46	447	737	79	481
679	14	405-406	711	47	448	738	80	482-483
680-681	15	407-408	711	48	449	739	81	484
682	16	409-410	712	49	450	740	82	485
683	17	411-412	713	50	451	741	83	486-487
684	18	413	714	51	452	742	84	488
685-686	19	414-415	714	52	453	743-744	85	489-490
687	20	416-417	715	53	454	745-746	86	491
688	21	418	716	54	455	747	87	492-493
689	22	419-420	717	55	456	748	88	494-495
690	23	421	717	56	457	749-750	89	496-497
691	24	422-423	718	57	458	751	90	498-499
692	25	424	719	58	459	752-754	91	500-501
693	26	425	720	59	460	755-756	92	502-504
694	27	426-427	720	60	461	757-758	93	505-506
695	28	428	721	61	462	759-761	94	507-509
696	29	429	722	62	463	762	95	510-513
697	30	430	723	63	464	763-767	96	514-517
697	31	431-432	724	64	465	768-775	97	518-522
698	32	433	724	65	466	776-785	98	523-530
699	33	434	725	66	467	786-835	99	531-630

Table 10: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Science Grade 4

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
421-553	1	170-225	627	34	290	653	67	311
554-564	2	226-234	628	35	291	653	68	312
565-570	3	235-241	629	36	291	654	69	312
571-576	4	242-246	630	37	292	655	70	313
577-580	5	247-251	631	38	293	656	71	314
581-584	6	252-254	632	39	293	656	72	314
585-587	7	255-257	632	40	294	657	73	315
588-591	8	258-259	633	41	295	658	74	316
592-593	9	260-261	634	42	295	659	75	317
594-595	10	262-263	635	43	296	660	76	317
596-597	11	264-265	635	44	297	660	77	318
598-599	12	266-267	636	45	297	661	78	319
600-601	13	268	637	46	298	662	79	320
602-603	14	269-270	638	47	299	663	80	321
604-605	15	271	639	48	299	664	81	322
606	16	272-273	639	49	300	665	82	322
607-608	17	274	640	50	301	666	83	323
609	18	275	641	51	301	667	84	324-325
610-611	19	276	642	52	302	668	85	326
612	20	277	642	53	302	669	86	327
613	21	278-279	643	54	303	670	87	328
614-615	22	280	644	55	304	671	88	329
616	23	281	645	56	304	672-673	89	330-331
617	24	282	645	57	305	674	90	332
618	25	282	646	58	305	675	91	333-334
619	26	283	647	59	306	676-677	92	335-336
620	27	284	647	60	307	678-679	93	337-339
621	28	285	648	61	307	680-681	94	340-341
622	29	286	649	62	308	682-683	95	342-345
623	30	287	650	63	309	684-685	96	346-349
624	31	288	650	64	309	686-689	97	350-354
625	32	288	651	65	310	690-694	98	355-366
626	33	289	652	66	310	695-799	99	367-440

Table 11: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Science Grade 8

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
487-619	1	230-308	689	34	384	712	67	414
620-631	2	309-319	690	35	385	713	68	415
632-638	3	320-327	690	36	386	714	69	416
639-644	4	328-332	691	37	387	714	70	417
645-648	5	333-337	692	38	388	715	71	418
649-651	6	338-340	693	39	389	716	72	419
652-654	7	341-343	693	40	390	717	73	420
655-657	8	344-346	694	41	391	717	74	421
658-659	9	347-349	695	42	392	718	75	422
660-661	10	350-351	695	43	393	719	76	423
662-663	11	352-353	696	44	394	720	77	424
664-665	12	354-355	697	45	394	721	78	425
666-667	13	356-357	698	46	395	722	79	426
668	14	358-359	698	47	396	723	80	427
669-670	15	360-361	699	48	397	724	81	428-429
671	16	362	700	49	398	725	82	430
672	17	363-364	700	50	399	726	83	431
673-674	18	365	701	51	400	727	84	432-433
675	19	366-367	702	52	401	728	85	434
676	20	368	702	53	402	729	86	435-436
677	21	369-370	703	54	402	730	87	437
678	22	371	704	55	403	731-732	88	438-439
679	23	372	704	56	404	733	89	440-441
680	24	373	705	57	405	734-735	90	442-443
681	25	374-375	706	58	406	736	91	444-445
682	26	376	706	59	407	737-738	92	446-448
683	27	377	707	60	408	739-740	93	449-451
684	28	378	708	61	409	741-743	94	452-454
685	29	379	708	62	409	744-745	95	455-458
686	30	380	709	63	410	746-748	96	459-464
687	31	381	710	64	411	749-752	97	465-471
687	32	382	711	65	412	753-758	98	472-484
688	33	383	711	66	413	759-857	99	485-560

Table 12: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Science Grade 10

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
501-628	1	240	715	34	437	742	67	469
629-646	2	241-330	716	35	438	743	68	470
647-657	3	331-351	717	36	439	743	69	471
658-664	4	352-362	718	37	440	744	70	472
665-669	5	363-371	719	38	441	745	71	473
670-673	6	372-377	720	39	442	746	72	474
674-676	7	378-382	721	40	443	746	73	475
677-680	8	383-387	722	41	444	747	74	476
681-682	9	388-390	722	42	445	748	75	477
683-684	10	391-394	723	43	446	749	76	478
685-687	11	395-397	724	44	447	750	77	479
688-689	12	398-400	725	45	448	751	78	480-481
690	13	401-402	726	46	449	751	79	482
691-692	14	403-405	726	47	450	752	80	483
693-694	15	406-407	727	48	451	753	81	484
695	16	408-409	728	49	452	754	82	485-486
696-697	17	410-411	729	50	453	755	83	487
698	18	412-413	730	51	454	756-757	84	488
699	19	414-415	730	52	455	758	85	489-490
700-701	20	416-417	731	53	456	759	86	491
702	21	418-419	732	54	457	760	87	492-493
703	22	420	733	55	458	761	88	494-495
704	23	421-422	733	56	459	762-763	89	496
705	24	423	734	57	460	764	90	497-498
706	25	424-425	735	58	461	765-766	91	499-500
707-708	26	426	736	59	462	767-768	92	501-503
709	27	427-428	737	60	462	769-770	93	504-505
710	28	429	737	61	463	771-773	94	506-508
711	29	430-431	738	62	464	774-775	95	509-511
712	30	432	739	63	465	776-779	96	512-516
713	31	433	739	64	466	780-783	97	517-521
714	32	434	740	65	467	784-790	98	522-529
715	33	435-436	741	66	468	791-893	99	530-610

Table 13: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Soc.Studies Grade 4

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
460-588	1	170-237	637	34	286	657	67	304
589-595	2	238-246	638	35	287	657	68	305
596-599	3	247-251	638	36	287	658	69	305
600-603	4	252-255	639	37	288	658	70	306
604-605	5	256-258	640	38	289	659	71	307
606-608	6	259-261	640	39	289	660	72	307
609-610	7	262	641	40	290	660	73	308
611-612	8	263-264	641	41	290	661	74	309
613-614	9	265-266	642	42	291	662	75	309
615	10	267	643	43	291	662	76	310
616-617	11	268	643	44	292	663	77	311
618	12	269	644	45	292	664	78	312-313
619	13	270-271	644	46	293	665	79	313
620-621	14	272	645	47	293	665	80	314
622	15	273	646	48	294	666	81	315
623	16	274	646	49	294	667	82	316
624	17	275	647	50	295	668	83	317-318
625	18	275	647	51	295	669	84	318
626	19	276	648	52	296	670	85	319
627	20	277	648	53	296	671	86	320
628	21	278	649	54	297	672	87	321-322
628	22	279	650	55	297	673	88	323-324
629	23	279	650	56	298	674-675	89	325-327
630	24	280	651	57	298	676	90	328
631	25	281	651	58	299	677-678	91	329-331
632	26	281	652	59	299	679	92	332
632	27	282	652	60	300	680-681	93	333
633	28	283	653	61	301	682-684	94	334-341
634	29	284	654	62	301	685-687	95	342-358
634	30	284	654	63	302	688-690	96	359-371
635	31	285	655	64	302	691-695	97	372-399
636	32	285	655	65	303	696-702	98	400
636	33	286	656	66	303	703-763	99	400

Table 14: Scale Score/State Percentile Crosswalk between Fall 2004 WKCE and Fall 2005 WKCE-CRT – Soc.Studies Grade 8

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
523-622	1	230-301	679	34	384	699	67	412
623-630	2	302-321	680	35	385	699	68	413
631-635	3	322-330	680	36	386	700	69	414
636-639	4	331-336	681	37	387	701	70	415
640-642	5	337-340	682	38	388	701	71	416
643-645	6	341-344	683	39	389	702	72	417
646-647	7	345-347	683	40	390	702	73	418
648-650	8	348-350	684	41	391	703	74	419
651-652	9	351-352	684	42	391	704	75	420
653	10	353-354	685	43	392	704	76	421
654-655	11	355-356	686	44	393	705	77	422
656	12	357-358	686	45	394	706	78	423
657-658	13	359-360	687	46	395	706	79	424
659	14	361-362	688	47	396	707	80	425
660-661	15	363	688	48	396	708	81	426-427
662	16	364-365	689	49	397	709	82	428
663	17	366	689	50	398	709	83	429
664	18	367	690	51	399	710	84	430-431
665-666	19	368-369	690	52	400	711	85	432
667	20	370	691	53	400	712	86	433-434
668	21	371	691	54	401	713	87	435
669	22	372	692	55	402	714	88	436-437
670	23	373	693	56	403	715	89	438-439
671	24	374	693	57	404	716	90	440
672	25	375	694	58	404	717-718	91	441-443
673	26	376-377	694	59	405	719	92	444-446
674	27	378	695	60	406	720-721	93	447-448
674	28	379	695	61	407	722-723	94	449-452
675	29	380	696	62	408	724-725	95	453-456
676	30	381	697	63	409	726-728	96	457-463
677	31	382	697	64	410	729-731	97	464-472
678	32	383	698	65	410	732-737	98	473-493
678	33	383	698	66	411	738-803	99	494-530

Table 15: Scale Score/State Percentile Crosswalk - Fall 2004 WKCE and Fall 2005 WKCE-CRT – Social Studies Grade 10

Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score	Fall 2004 WKCE Scale Score	State Percentile	Fall 2005 WKCE-CRT Scale Score
548-652	1	240	701	34	433	720	67	466
653-659	2	241-344	702	35	434	721	68	467
660-664	3	345-357	702	36	435-436	721	69	468
665-668	4	358-366	703	37	437	722	70	469
669-670	5	367-372	703	38	438	723	71	470
671-673	6	373-377	704	39	439	723	72	471
674-675	7	378-381	704	40	440	724	73	472
676-677	8	382-385	705	41	441	725	74	473-474
678-679	9	386-388	706	42	442	725	75	475
680	10	389-391	706	43	443	726	76	476
681	11	392-394	707	44	444	727	77	477
682-683	12	395-396	707	45	445	727	78	478
684	13	397-399	708	46	446	728	79	479
685	14	400-401	708	47	447	729	80	480-481
686	15	402-404	709	48	448	730	81	482
687	16	405-406	710	49	449	731	82	483
688	17	407-408	710	50	450	731	83	484-485
689	18	409-410	711	51	451	732	84	486
690	19	411	711	52	452	733	85	487-488
691	20	412-413	712	53	453	734	86	489
692	21	414-415	712	54	454	735	87	490-491
693	22	416-417	713	55	455	736	88	492-493
693	23	418	714	56	456	737-738	89	494-495
694	24	419-420	714	57	456	739	90	496-497
695	25	421	715	58	457	740-741	91	498-499
696	26	422-423	715	59	458	742	92	500-502
696	27	424	716	60	459	743-744	93	503-504
697	28	425-426	716	61	460	745-747	94	505-508
698	29	427	717	62	461	748-749	95	509-511
698	30	428	718	63	462	750-752	96	512-516
699	31	429-430	718	64	463	753-757	97	517-522
700	32	431	719	65	464	758-764	98	523-530
700	33	432	719	66	465	765-821	99	531-620